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Introduction



Leah Kuypers, M.A. Ed., OTR/L

- Creator of The Zones of Regulation
- Occupational Therapist/Educator
- · Mother, Wife, Adventure Seeker

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TECH CHECK AND VIRTUAL ENGAGEMENT

- Technology
 We will not see or hear you
- You can see the speaker and their shared screen
- Be sure that you are in full screen mode
- · Close all other windows for speed

Communication/Engagement

- Open for comments throughout the training
- Be sure to chat with 'Everyone'

Raise Hand

· When asked to weigh in

Q&A

- Type question in here
- · Provide general questions
- We may not have time for all questions

Questions? Contact information:

Office: 312-952-4361 info@zonesofregulation.com

Cell number will be available to call or text in the Chat.



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Access information is in your confirmation emails. All documents are found on the password protected webpage for your training. Password: Zoneswebinar Agenda Discount Flyer for Print Products Slide Handouts Certificate of Attendance (available at the end of the webinar) Webinar Recording, Survey & Resource List (email sent after the webinar)

Notes:

What we will cover:

- ✓ Orientation to The Zones of Regulation Digital Curriculum
- Exploration of Competency of Regulation
- Zones of Regulation Concepts, Resources, and Strategies
- Essential Elements of The Zones Climate: A Foundation for Regulation
- ✓ Closing Notes and Questions

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WHY TEACH REGULATION?

 Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills

Blair, 2002. 2003; Normandeau & Guay, 1998

- · Higher academic achievement
- · More teacher satisfaction
- · Return on investment (for every dollar invested there is \$11 in return)

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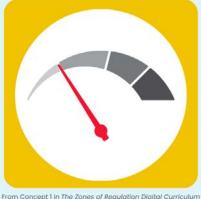
What is Regulation?

To adjust, manage, or control something so it works well.

We regulate ourselves, including our

- Level of alertness
- Energy
- Emotions
- Behavior

to achieve our goals and support our well-being.



From Concept 1 in The Zones of Regulation Digital Curriculum

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Self-regulation vs. Co-regulation

Self-regulation is done independently.

Co-regulation involves a social interaction, such as:

- · Reaching out to another for
- Providing someone else comfort or support.



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Neurobiological in Nature

- Neurobiological underpinnings
 - Hormones
 - Neurotransmitters and pathways
 - Sensory
- Be mindful that regulation is a developmental process
- Learning process that is rarely mastered



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Notes:

ACEs: Adverse
Childhood
Experiences

A compounding of ACEs
can potentially impact the
development of regulation
and more.

Disrupted Neurodevelopment
Adverse Childhood Experiences
Social Conditions / Local Context
Generational Embodiment / Historical Trauma
Mechanism by which Adverse Childhood Experiences
Influence Health and Well-being Throughout the Lifespan

Notes:



https://www.cdc.gov/violenceprevention/aces/about.html



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Sensory Processing & Hidden Senses

VESTIBULAR SENSE

Sense of balance and relationship to gravity. Receptors in the inner ear.

PROPRIOCEPTIVE SENSE

Provides body awareness and gradiation of movements. Receptors located in the muscles and joints.

INTEROCEPTIVE SENSE

 Communicates how we are feeling internally (e.g., hot, cold, tired, hungry, nervous). Important for emotional awareness.



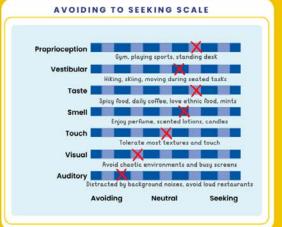
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Executive Functioning: The Thinking Behind The Doing

Umbrella term that describes the cognitive process involved in the conscious control of thoughts and actions

- Leibermann et al., 2007

EF skills have been closely linked to academic success in school-age children

-Bull & Scerif, 2001; Gathercole et al., 2005; Kibby et al., 2004; Zametkin & Ernst, 1999



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Executive Functions and Regulation

- SELF-TALK: Internal speech used to guide behavior
- IMPULSE CONTROL: Thinking before acting
- FLEXIBILITY: Consider multiple options, revise plans, adapt to change
- WORKING MEMORY: Reflect on past experiences and code new information to help predict what you may experience



Notes:

Anyone can become angry, that is easy... but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way... this is not easy.

-Aristotle

Notes:

Emotional Regulation

- Feelings are innate, we can't change how we feel
- We can help learners learn how to monitor, evaluate, and modify the intensity and timing of their emotional response
- Both intrinsic and extrinsic processes at play in regulating the emotional reactions to meet one's goals



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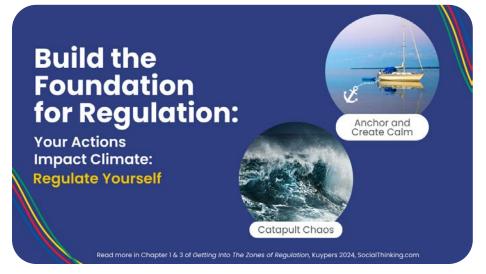


What is "Climate"? Climate is how someone experiences safe vs. danger and feels in a space, environment, or comfort vs. stress Norms, values, interpersonal relationships, and past experiences all impact the climate • Has a profound impact on the social and emotional functioning, mental health, and achievement of the people in that setting -Getting into The Zones of Regulation (2024)

Notes:



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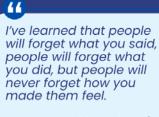
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Build the Foundation for Regulation:

Your Actions Impact Climate: Build Relationships



-Maya Angelou

Read more in Chapter 1 & 3 of Getting Into The Zones of Regulation, Kuypers 2024, SocialThinking.com

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Build the Foundation for Regulation:

Your Actions Impact Climate: Co-Regulate

- Strengthens relationships
- Helps learners move along in their development of regulation strategies
 - Nourishes language and metacognitive abilities

Read more in Chapter 1 & 3 of Getting Into The Zones of Regulation, Kuypers 2024, SocialThinking.com

Notes:____

Co-Regulation Strategies

Verbal cues: "Let's do a Zones Check-In."

> Non-verbal cues: Offer a menu of tool choices/Toolbox

Give space if they are in Red Zone

Anticipate triggers: Modify/adapt a task that might be triggering

Proactive systems and plans: Build in a proactive break as part of daily routine Tone of Voice:
Maintain a calm and steady

Adjust sensory demands: Dim lights, minimize sounds, adjust temps, etc.

Choice: Offer an option of doing a Zones Check-In privately

Attunement: Mirror their emotional state, i.e. match their sadness

Affirmation:
"I noticed you chose a regulation tool. Great job!

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Build the Foundation for Regulation:

Your Actions Impact Climate: Cultivate Inclusion

- SEL is a critical lever to advance equity and inclusion for all learners
- Move away from punitive behavioral models
 - Perpetuates disparities in opportunity and outcomes for marginalized populations such as those who identify as BIPOC or neurodivergent



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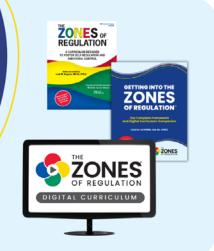


ead more in Chapter 1 & 3 of Getting Into The Zones of Regulation, Kuypers 2024, SocialThinking.com

Notes:

Evolution of The Zones of Regulation

- Original Curriculum (2011)
- Getting Into The Zones of Regulation (July 2024)
- Digital Curriculum (July 2024)



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Aims Of The 2nd Edition

Improve fidelity of use

Provide more engagement and differentiation for learners

Make it easier for leaders/teachers to teach





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Universal Design for Learning (UDL) Curriculum Design Action & Engagement Representation **Expression**

Simulate interest and motivation for learning

Present information and content in different ways

Differentiate the ways learners can express what they know

CAST Until learning has no limits cost.org



Who and Where



Who can teach?

Anyone invested in fostering regulation competencies can be a Zones Leader.

Who can benefit?

Children 4-5 years old through adults with a wide range of abilities can be a Zones Learner. Interactive Presentation best for 8+.

Where to use?

Nearly anywhere including home, school, and community-based settings.

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Adult Learning Modules

Further Professional Development



Module A: What is Regulation?

Module B: **Beyond Behavior-Factors Impacting Regulation**

Module C: What is The Zones of Regulation?

Module D: Building the **Zones Climate**



Implementation Ready, Set, Go!



- Curriculum overview
- Planning and organizational resources

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Curriculum Scope & Sequence

Teach concepts in order.



Concept















| Concept | |
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| The Zones | |
| Pathway | |

Notes:

Digital Curriculum Scope & Sequence

Fosters self, social, and situational awareness













Explores and applies regulation and decision-making strategies











2 Cones Signature Practices 1. Categorize feelings into the four Zones of Regulation (C2) 2. Offer Zones Check-Ins (C4-5) 3. Customize Zones Toolboxes (C7-8) Regulation 4. Practice the Zones Pathway (C9-10)

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What does it mean to be "Doing The Zones"?



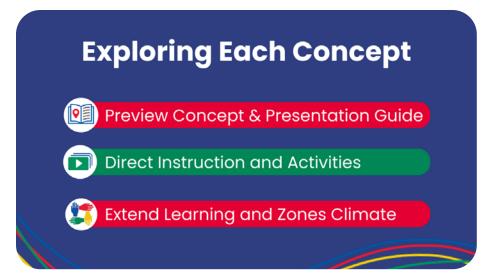
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Zones Climate

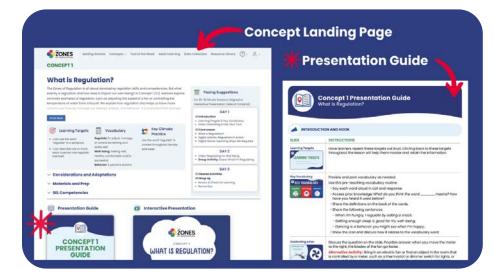
- Brings the values and concepts of the curriculum to life
- Focuses on well-being and inclusion across the diversity spectrum including (but not limited to):
 - neurodiversity, racial and cultural diversity, language diversity, gender diversity, and those with trauma exposures
- Built through instruction, co-regulation, and our own social-emotional competencies

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Pacing a Concept

Designed to be taught over multiple sessions

Flexible options





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Interactive Presentation

- · Games and interactives
- Pair & Share prompts
- Videos
- Engaging images and animations
- Movement activities
- Vocabulary support



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Differentiate with Geared Activities



GEAR 1

- Early emergent regulation development
- Strengthen language strategies
- Concrete and visual
- · Adult led/supported



GEAR 2

- Intermediate regulation development
- Meaningfully apply the learning targets
- Mix of adult and learner-led activities

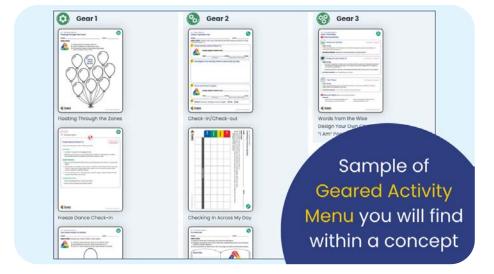


GEAR 3

- Metacognitive regulation development
- Choice menu of learner-led activities
- Deeper application/ extension of concept

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C1: What is Regulation?



LEARNING TARGETS:

- I can use the word "regulate" in a sentence.
- I can describe one or more ways a person may regulate themselves.



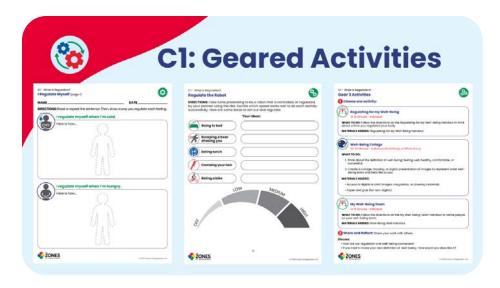
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Exploring Regulation



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C2: Introducing The Zones of Regulation



LEARNING TARGETS:

- I can name and describe the four Zones of Regulation.
- I can sort, or categorize, feelings into the four Zones of Regulation.



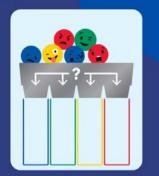
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Defining The Zones of Regulation

A simple system for understanding, communicating, and caring for our feelings.

- Easy Language
- Visual Structure
- Metacognitive Pathway

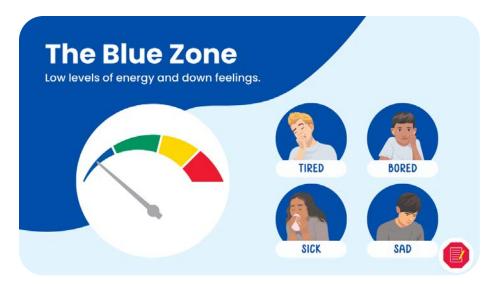




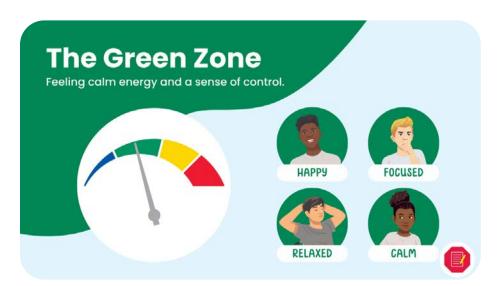
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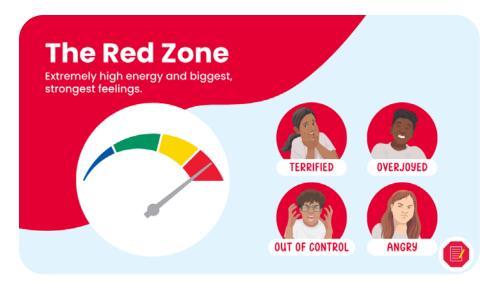


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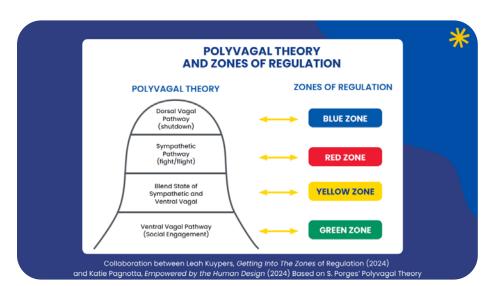


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Green Zone

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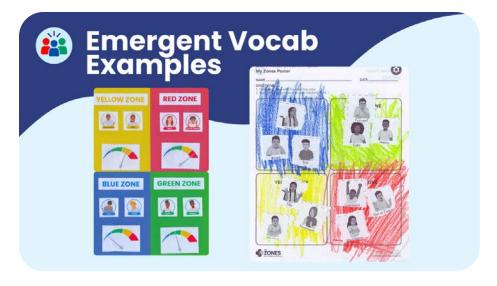
Red Zone

Out of Control



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Extend Learning

Found at the bottom of each Concept

- The Zones Climate
- Bridging The Zones
- More Zones Resources

Extend Learning

Additional Zones Climate Practices

Model IE: On an organing lixesis, point out examples of ways you are personally regulating yourself. For example, if you are the thirty your regulate by dimining out of your water bottles. If you reflect the term members, are story so you do the team members.

Expend vestableary, had the vestableary but regulate by dimining out of your water bottles. If you was the collection of your water bottles. If you was the collection is your water bottles. If your water bottles is your water bottles. If you was the collection was the control of the team members, are set and set all water better producted in the control of the team members.

More Zones Resources

More Zones Resources**

More Zones Resources**

**Settles Add learnes to pay attention to times when they regulated things around or waters that learness. Add learness to pay attention to times when they regulated hings around or waters that the body. This controlled to add the team members the representable of the water body. The controlled is a discussion or controlling an edge of the controlled in the controlled to the water to the your regulated fine water? When wents to a favour one way your regulated something? I have allowed one way your regulated something? I have allowed one water than the controlled to the co

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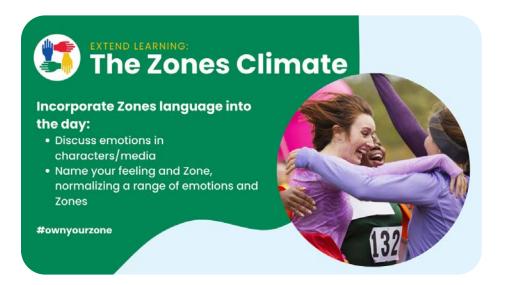


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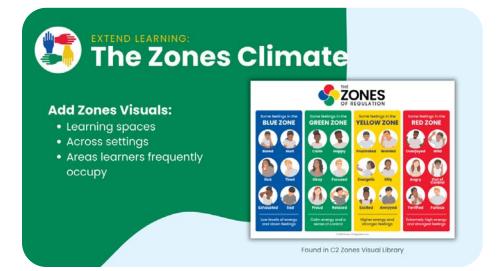




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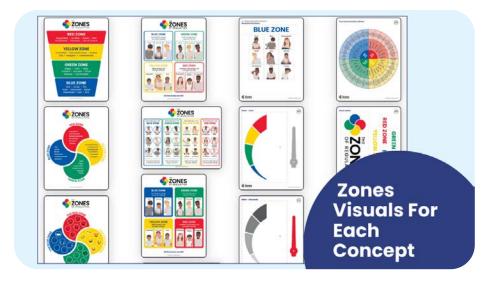
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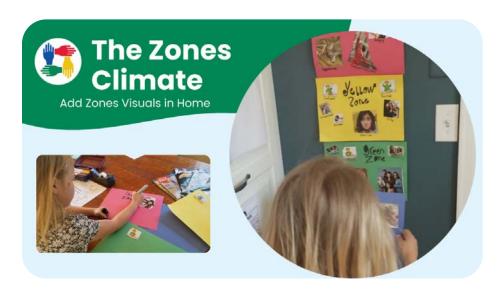
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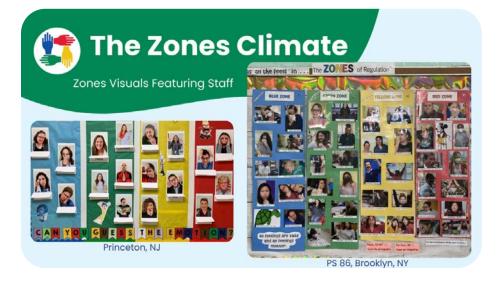




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C3: All the Zones Are Okay



LEARNING TARGETS:

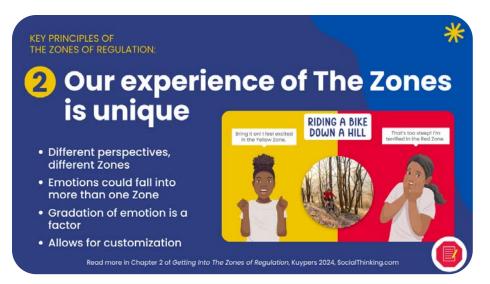
- I can connect The Zones with real life situations.
- I can give an example of how people have different feelings and perspectives in a situation.



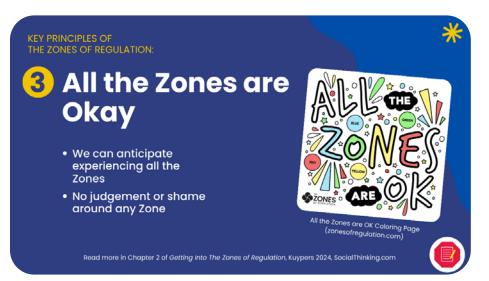
| KEY PRINCIPLES OF THE ZONES OF REGULATION: | * |
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| 1 Zones are be not behavio | ased on feelings, ers |
| Reeling: Hoppy In the Oreein Zono Behavior: Dancing | Sentervier: Hiding Facility Source of Regulation, Kuypers 2024, Social Thinking com |

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C4: My Signals, My Zones



LEARNING TARGETS:

- I can name one or more body signals I feel within each Zone.
- I can explain how body signals, Zones, and emotions are all connected.



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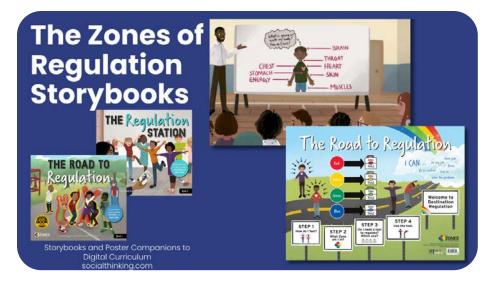






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Check for Learning



- Use to measure mastery of Learning Targets.
- Informs instruction
- Alternate use as a preassessment of knowledge



Notes:____

C5: The Zones Check-In



LEARNING TARGETS:

- I can pause and do a Zones Check-In on my own or with others.
- With practice, I can check in when I am in each of the Zones: Red, Yellow, Green, Blue.

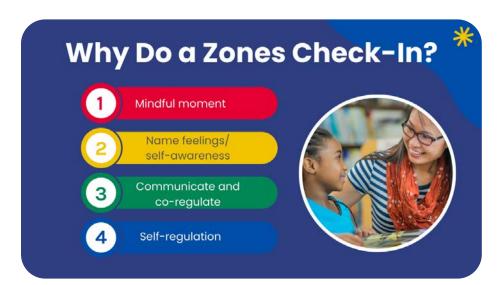


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Then get curious about our: SIGNALS EMOTION ZONE SONE This mindful moment is a Zones Check-In. This mindful moment is a Zones Check-In. ZONE

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| 5 - The Zones Check-b | n | | | | | | | |
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| Checking-In Acr | oss My Day | | | | | | 2-9 | |
| NRECTIONS: | | | _ | | | DATE | 40 | 4 |
| Throughout the do Write the event or | | | | inh Mark | unur Zono | | | |
| Write the event or Repeat multiple to changed across to | imes. Connect the | | | | | | your Zon | 0 |
| changea across t | ne day. | | | | | | 20000 | |
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Check-In Built Into Concepts



Photo: Expo Elementary, St Paul Public Schools MN

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The Check-In is one of the most effective tools that my class uses. When the students enter the room they move their name tag and place it in the Zone that they are in. This gives me an opportunity to quickly check in with them. If they are not in the Green and definitely if they are in the Red Zone, I take a minute to find out what's up. Sometimes if students are having an issue during class they will get up and move their Zone which allows me to see how they are feeling. It really makes a difference!

-Lisa Fritch, Classroom Teacher



Photo: Mason Crest Elem., Fairfax Co. VA

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Zones Check-In

- Small group/individual check in with visual
- Popsicle stick with name placed in colored container representing a Zone
- Clothespin with name clipped to Zones Poster



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Check-In Ideas



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| Sensory Threshold: SEEKING VS. AVOIDING/DEFENSIVE | * |
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| Each sense has a "just right" threshold Sometimes sense is set very high Hypo-responsive: Causes one to SEEK additional sensory input | |
| Sometimes sense is set very low Hyper-responsive: Causes one to be DEFENSIVE and/or AVOID sensory stimuli | |

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Check-In Ideas





Photos: Oak Hill Elem., Austin TX; Snowden Farm Elem., Montgomery Co. MD

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Common Spaces

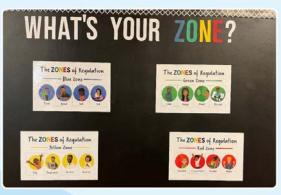


Photo: Sennett Middle School, Madison W

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Individual Check-Ins





Photo: Sandy Ridge, Durham NC

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Check-In at Home



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Check-In DOs and DON'Ts DOs DON'Ts DO consider that **DON'T** force someone to checking in can feel check-in. hard for some. DO use observations and **DON'T** label somebody's inquiry when checking in Zone for them. with learners. DON'T only use check-DO check-ins throughout ins during challenging the day to allow for moments. self-reflection in all of the Zones. Read more in Chapter 3 of Getting Into The Zones of Regulation, Kuypers 2024

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C6: Situations that Trigger and Spark

WHEN?

WHAT'S HAPPENING?



LEARNING TARGETS:

- I can notice and describe the situation around me (when, where, what, who).
- I can name two of my triggers and two of my sparks.



Notes:

A SITUATION

What is a situation?

A situation is what is happening in a certain time and place.

Things you can notice in a situation include:

- where you are
- when does it take place
- what is happening
- who is around you



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TRIGGERS Unwelcome events, situations, or sensations that cause uncomfortable feelings, such as anger, worry, sadness, or panic.

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| (nowing our Trigg Sparks can help | u 5 |
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| Make a plan for if/when they | happen |
| Be prepared to regulate | |

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Digital Curriculum Scope & Sequence

Fosters self, social, and situational awareness













Explores and applies regulation and decisionmaking strategies









Notes:

C7: What Is a Regulation Tool?



LEARNING TARGETS:

- I can identify common regulation tools around me.
- I can use The Zones of Regulation to categorize regulation tools.



Notes:

Regulation Tools Help Us: Meet our goals Do our jobs and tasks Support our sense of well-being

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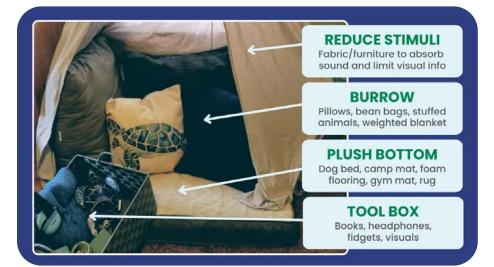




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Notes:

C8: Building My Zones Toolbox



LEARNING TARGETS:

- I can reflect on how a tool helps me regulate.
- I can share a helpful tool from each Zone in my Toolbox.



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Sensory Support Tools

- Green Zones tools can be proactive supports that provide an optimal combination of sensations to feel comfortable
- Individualized to each learner and is optimal when done in collaboration with an OT



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SENSORY AND MOVEMENT TOOLS







Soundsations



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Dial it Down







Notes:





PRACTICE THE TOOL OF THE WEEK

Select the (+) for guidance.

CHECK-IN



Pay special attention to your body signals.



Change It Up







Notice how feels. What Zone could it help in?

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Change It Up

Change your body's position or your posture.

Some Ideas:

- · Sit on the floor
- Stand up
- · Shift position in seat
- Stretch

WHY TO TRY:

Shifting your body's position gives you alternative ways to listen and work. The movement may change your level of attention, energy, and comfort.

Try to find a moment each day of the week to practice the tool.

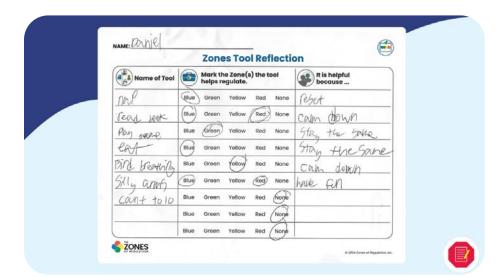


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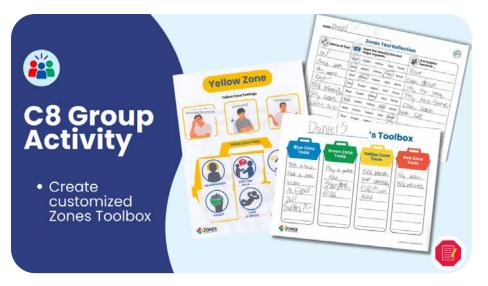


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- Video Model with learner pretending to be in Red Zone and practicng how to use tool review often!
- Create a <u>Learning Story</u> or simple PowerPoint for learner to view on Red Zone feelings and how to cope.
- Tools will progressively become more adaptive.

Building Coping Capacity in The Red Zone



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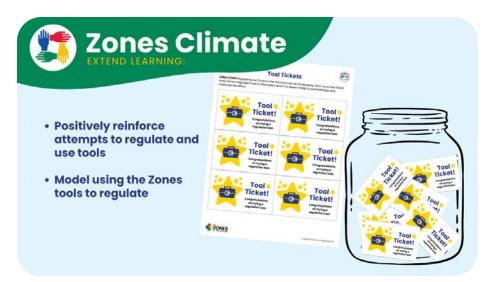
TOOL TIPS

- Modeling matters
- Tools are a choice, not a mandate or for compliance
- · Tools vs. toys
- Teach tools over time and continually review









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Notes:

C9: Deciding to Regulate



LEARNING TARGETS:

- I can pause to think about my options and goals before acting.
- I can decide if using a regulation tool will help in a situation.





STOP, OPT & GO

- Pause to inhibit impulsive/reactive behaviors
- Consider multiple OPTions and how they may work out (metacognition)
- Use GOals to choose best option to GO forward with
- Increases problem solving/planning abilities



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Companion poster to Zones Digital Curriculum socialthinking.com



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C10: The Zones Pathway



LEARNING TARGETS:

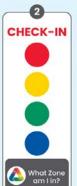
- I can use the Zones Pathway in a real-time situation.
- Using the Zones Pathway, I can reflect on how my regulation is working for me.



Notes:

The Zones of Regulation Pathway











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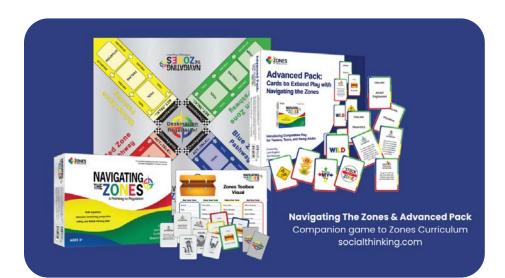
Geared Activities



- Self-monitoring
- Awareness of which tools are most effective
- Reinforces tool use
- Builds internal motivation

| AME_ | | | | | DATE | |
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| DU. Afte | ONS: Keep track or you use a tool, n | of how the t effect on ho | ools from wit worker | your Zone I and fill in | s Toolbox o | ore working to in your graph. |
| To | ool from each Zon | | - No. | Did | t work well | |
| Red Zone | | (d) | - | - | | |
| Red | ASK FOR HELP | ************************************** | | | | |
| 2008 | | Yes (ab) | | · | | |
| Yellow | HEADPHONES | No. | | | | |
| Zone | alls | Yes db | | | | |
| Green Zone | FIDGET | No. | | | | |
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PRACTICE THE TOOL OF THE WEEK

Select the (+) for guidance.

CHECK-IN



Pay special attention to your body signals.









What Zone could it help in?

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Tool of the Week

Ocean Breaths

Imagine waves washing up on a beach as you take deep breaths.

Follow these steps:

- Breathe in and imagine your breath pulling a wave to shore.
- 2. Breathe out and imagine your breath pushing the water back out to sea.
- Continue the deep breathing, noticing how the sound and feel of your breath are like ocean waves.

WHY TO TRY:

Deep breathing brings oxygen throughout your body, relaxing your muscles and steadying your heartbeat. Focusing on your breath is a healthy mindfulness practice that helps you connect to the present moment.



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RED ZONE/CRISIS TIPS

- · NOT the time to teach new skills
- Pre-teach/over-learn Red Zone Tools
- · De-escalation training and strategies
- Don't force learners to check in with Zones
- Use YOUR tools
- · Give them time and space
- Use Restorative Practices



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Implementing with Fidelity: "Must Haves"



40+ minutesper week of
direct
instruction



4+ months of implementation



The Zones Climate to reinforce and extend learning

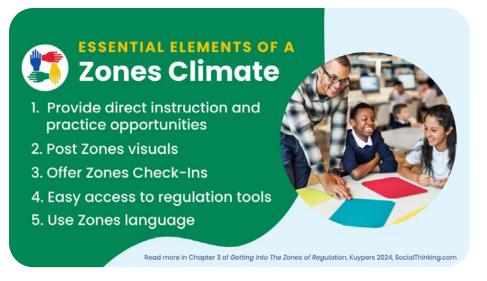
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Multi-year Instruction Direct Instruction Year 1 Year 2 Year 4

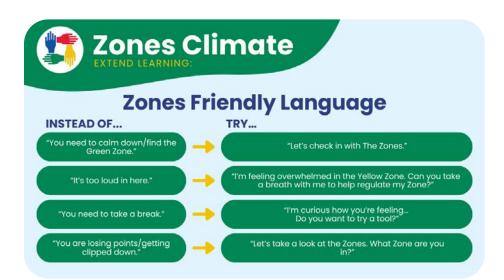
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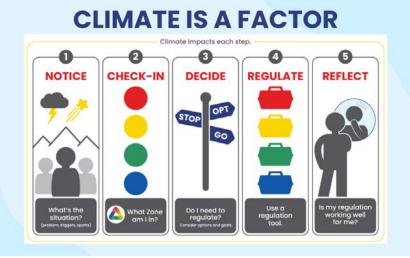


Beyond



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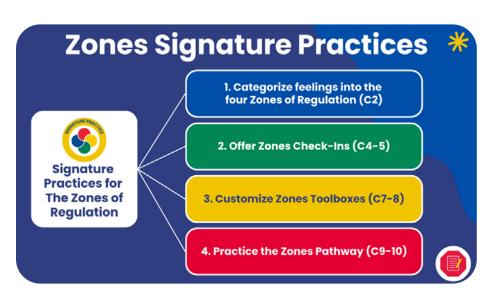


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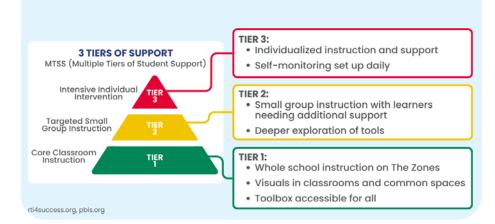
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Tiered Instruction With Zones



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Become a Zones Champion at School

- Cultivate a schoolwide Zones Climate
- · Build staff SEL skills and capacity
- Create an effective and sustainable implementation plan
- Coaching and resources



zonesofregulation.com/for-your-school/



Whole Class Implementation Lessons in Gen Ed Supportive climate: Teachable moments We all work on classrooms throughout the day (teacher-led, co-taught, regulation! Common way to Ongoing coaching support emotional and consulting with and behavioral teacher health

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Integrate into Academics







Reading/Writing: Literature, poetry, journaling

Math: Data collection, graphing, data-based decisions

Science: Physiology, senses, nervous system, stress response Social Studies: Historical figures' perspectives, current events

Photos: King Albert Primary, UK; Mel Taylor @MYISMagic

Notes:

Literature Connection

- · Match character to corresponding Zone
- Make connections:
 - Tell me about a time you felt ...
 - Show me how ... looks on you.
 - What Zone does the emotion go in?
 - Do you have the same perspective?







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Implementation With: Notes: **SMALL GROUPS** abilities learn and individualized practice together intervention Customized visuals & Builds a supportive activities to address community goals Implementing in Home or Community Notes: Education of support Carry-over between ZONE YOUR HOME environments team In-home or Resources/visuals for community skill supportive adults building



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Free Zones Resources

zonesofregulation.com







Schoolwide Docs

Zones of Regulation Disclosures

Course Content Disclosure:

This course will focus on primarily one product, methodology, and curriculum, *The Zones of Regulation®* Digital Curriculum. Having access to the curriculum is essential for implementation with fidelity.

Financial Disclosure:

Leah Kuypers owns The Zones of Regulation, Inc, formally known as Kuypers Consulting, Inc. and profits from Zones of Regulation trainings, Digital Curriculum, and Apps, which the company produces and hosts. As author of additional *Zones of Regulation* resources, she receives royalties from the publisher, Think Social, Inc. for related products.

Non-financial Disclosure:

Leah Kuypers has no non-financial relationships to disclose.

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Guidelines for use of The Zones of Regulation® Name and Materials





For information on sharing intellectual property on The Zones, please review the dos and don'ts found in this link: https://zonesofregulation.com/sharing-the-zones/
Email info@zonesofregulation.com with questions

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